Rhode Island Department of Education
Office of Student, Community and Academic Supports

School Support System Report and Support Plan

Action Based Enterprises & Hillside Alternative Program

June 4, 2012

# SCHOOL SUPPORT SYSTEM
## A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting   The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting  The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review  The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
- The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
- The quality and effectiveness of programs and services provided by the district.
- The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan  The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report  The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

## TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

2. Evaluation/ Individual Education Plan (IEP)

3. IDEA Transition

# Action Based Enterprises & Hillside Alternative Program
# School Support System Review


## Team Members

## Jane Keane and Susan Wood

| 1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE) | | | | | |
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| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| | | The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process. | IDEA Overview Data Analysis State Performance Plan | | |
| Result | 1 | **Program Overview**<br><br>The Action Based Enterprises/Hillside Alternative Program (ABE/HAP) provides an educational day treatment setting for students K – 12th grade with serious emotional behavioral and/or intellectual challenges.   The ABE program provides students with an elementary/upper elementary level academic program. HAP provides a middle/ high school level academic program. The goal of the program is to provide students with the supports to make appropriate decisions enhancing their self image and maximizing their success in the classroom.  Students are referred to the program by their Local Education Agency. | IDEA Overview Data Analysis Interviews Observation | | |
| Result | 2 | **Instructional Strategies and Supports**<br><br>Throughout both programs  there were examples of student centered, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the GLE's and GSE's. ABE/HAP has aligned their curriculum with the Woonsocket School District's scope and sequence. Administration and faculty are currently investigating alignment to the Common Core.<br><br>Use of student assessment and performance data to inform instructional and behavior management practices and strategies was evident throughout both programs. School faculty is engaged in analyzing student data such as teacher generated assessments, pre and post testing, student work and performance along with classroom observations. | IDEA Overview Data Analysis Interviews Observation | | |
| Result | 3 | **Student Support and Planning**<br><br>Faculty informally meets to discuss individual student instructional and behavioral strategies and supports along with typical cross content planning. For students participating in the high school program additional planning addresses individual student PBGR requirements along with vocational and employment activities. | IDEA Overview Data Analysis Interviews Observation | | |

| Result | 4 | **Social Emotional Resources**<br><br>An established environment for gradually controlling opposition is structured at ABE/HAP. Faculty democratically devises discipline that requires educator judgment, based on the circumstances of misbehavior. Students whose behavior is improving will receive concrete rewards and positive feedback for their success. Students having difficulty within the school setting will be provided clear baseline minimums for standard behavior. ABE/HAP has established a three step behavior plan which includes; (1) Identifying the behavior; (2) Determining the degree to which the behavior enhances or disrupts the social setting; and (3) Recognition and consequences.<br><br>A full-time school social worker provides counseling services and supports for all students. All students develop their behavior intervention plan and strategies with the school social worker. Weekly counseling and ongoing daily support is provided as directed through an IEP or as an intervention strategy. Topical groups are additionally facilitated related to current issues and/or development.  Additionally if families and/or students need outside agency support the school social worker facilitates services and supports. | IDEA Overview<br>Data Analysis<br>Interviews<br>Observation | | |
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| Result<br><br><br><br><br><br><br><br>Result<br><br><br><br><br>Compliance | 5 | **Program Continuum  for Action Based Enterprises / Hillside Alternative Program**<br><br>**Action Based Enterprises**<br><br>There are 15 students with IEP's and 1 student on a 504 plan attending Action Based Enterprises (ABE).  ABE provides an elementary/upper elementary educational program for students with academic, social emotional, and/or behavioral challenges.  As students become proficient in reading they may receive their reading instruction from a higher level group teacher.  Special educators teach cross content subjects aligned to the Woonsocket curriculum scope and sequence. Classroom support is provided by a teacher assistant who may float as needed.<br><br><br>**Hillside Alternative Program**<br><br>The high school program has approximately 15 students and 3 special educators.  The students represent a myriad of exceptionality categories and are divided into groups based on academic levels. The Woonsocket Public School curriculum serves as a framework for the Hillside curriculum.<br><br>Each teacher has a homeroom comprised of the students that they case manage. All teachers provide instruction in English language arts, science, social studies and a | IDEA Overview<br>Data Analysis<br>Interviews<br>Observation | | |

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| | | mathematics class. Two of the three high school special education teachers have the appropriate certification. One of the high school teachers is a certified physical education/ health teacher but also teaches the above core content classes.<br><br>Under sections 300.129 and 300.903 of the Board of Regents Regulations Governing the Education of Children with Disabilities, special education programs in private day residential schools must meet the same standards as those established for public school programs in order to be approved by the Department of Education. Those standards include the provision of educational services to students with disabilities by appropriately certified personnel. | | The Special Education Administrator will assure all personnel are appropriately certified.<br><br>Timeline: Immediately and on going<br><br>Progress Check: August 2012 | |
| Compliance | 6 | An elementary (ABE) and secondary class (HAP) has an age range that exceeds four years.<br><br>Although the IEP Team determined educational setting based on documented needs of the student, notice was not sent to parents of the other students in the class where placement was sought as required by section 300.116 (f) of the Regulations Governing the Education of Children with Disabilities. | Interviews<br>Observation | The Special Education Administrator will provide notice to the families of the students within the identified classroom settings regarding the age range.<br><br>Timeline: Immediately and on going<br><br>Progress Check: June 2012 | |
| Result | 7 | ABE/HAP provides an Extended School Year (ESY) program for eligible students who are attending the program and/or for students referred to the summer program by their specific LEA.  The ESY program is offered three days a week for five weeks providing individualized instruction along with social emotional and behavioral skill building as directed by student's IEPs.<br><br> LEA's can opt to utilize the ABE/HAP program and/or provide ESY within their specific school district. | IDEA Overview<br>Data Analysis<br>Interviews<br>Observation | | |
| Result | 8 | **School Removals/Disciplinary Policies**<br><br>Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. | IDEA Overview<br>Data Analysis<br>Interviews<br>Observation | | |
| Result | 9 | **Family Engagement** | IDEA Overview | | |

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| Administration and faculty are in contact with families daily. The program administrator facilitates all support agency opportunities and contact for families in need. Typical events are offered such as open house and parent conferences. | Data Analysis Interviews Observation | | |

## 2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

| Indicator | | | Findings | Documentation | Support Plan | Follow-up Findings |
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| Result/ Compliance | 1 | | Records of approximately four students were reviewed prior to the on-site review by the team leader.  The record review process identified a number of areas with emerging accuracy. Information on the IEP's addressing present levels of performance, goals, objectives and progress monitoring were not documented as measurable and/or quantifiable. IEP's addressing transition planning including vocational assessment outcomes were emerging.<br><br>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) | IDEA Overview Data Analysis Interviews Observation | Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.<br><br>IEP Professional development is planned for June 8, 2012<br><br>Timeline: Immediately and on going<br><br>Progress Check: June 2012 | |

## 3. IDEA TRANSITION

| Indicator | | | Findings | Documentation | Support Plan | Follow-up Findings |
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| Result | 1 | | **IDEA Transition Planning at  Action Based Enterprises**<br><br>Students turning 14 with IEP's are provided the WayToGoRI interest inventory with an additional curriculum component addressing resume development, interview skills and employment research. | IDEA Overview<br>Data Analysis<br>Interviews<br>Observation | | |
| Result | 2 | | **IDEA Transition Planning at Hillside Alternative Program**<br><br>HAP facilitates a vocational component designed to offer students opportunities to explore a variety of career learning experiences. Students are matched with local community businesses in addition to the support of Family Services Teen Outreach and job placement program. WayToGoRI is typically utilized as a vocational assessment option. | IDEA Overview<br>Data Analysis<br>Interviews<br>Observation | | |
| Result | 3 | |  At Hillside Alternative Program the lead high school special education teacher is the point for the Office of Rehabilitative Services (ORS) referrals. | Interviews<br>Document Review | | |
| Result | 4 | | Summary of Performance (SOP) is facilitated by the program administrator as appropriate. | Interviews<br>Document Review | | |